



POLS 4900 LAW ENFORCEMENT ADMINISTRATION

Spring 2024

* Disclaimer: The course syllabus is a general plan; the instructor may announce deviations on eLC

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Office hours: by appointment only

(To meet me outside of class, email me at least 24 hours in advance to set a specific time)

Course Description and Learning Objectives

This course introduces students to the fundamental principles of police administration in the US. While the primary disciplinary foundation of this course will be public administration, the curriculum will also incorporate insights from criminal justice, political science, sociology, and psychology. A major purpose of this course is to help students analyze pressing issues of police administration from various angles in an organized and systematic manner.

Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC (full reading list can be found on page 4). There is no required textbook. Presentation slides will be made available prior to class. Please respect the fact that they are the intellectual property of the instructor and are to be used strictly for educational purposes.

Clarifications and Expectations (important)

There are a few points I would like to clarify before students finalize their decision to remain registered for this course:

- This is an interdisciplinary police “administration” class, not a law class. The class will cover various administration topics such as organizational structure, performance, accountability, human resources, culture, diversity in hiring, etc.
- There will be no midterm exam. Instead, students will critique two articles related to police administration.
- Final exam will be replaced by a take-home research note.
- This is an activity intensive course; Students who do not attend classes will miss the opportunity to participate in in-class activities and debates (see the evaluation scheme on page 2 for further details). For example, students who never show up the entire semester will lose all of debate and activity credits, which will result in a grade of C- or lower. If you are looking for a class where you can earn a good grade without attending classes, you should reconsider your decision to enroll in this course.
- Students are expected to perform and devote appropriate effort and time to earn their grades. Make sure you enroll in this course because you have a genuine interest in the subject matter and are prepared to commit. Irrelevant excuses such as ‘I took x number of classes this semester’, ‘I’m on y scholarship that requires a passing grade’, or ‘I am looking to apply for a professional degree’ will never be considered for grade adjustments.



Policies (important)

Classroom rules

- Personal attacks or any form of demeaning comments are strictly prohibited during all in-person and email communications. Be respectful to other classmates and the instructor at all times.
- Violation of classroom rules may result in a reduction of your final grade tier (e.g., A → B), depending on the seriousness of the violation.

Grading policies

- For privacy reasons, information pertaining to course grades cannot be discussed via email. Reach out to me after class in person if you have questions about your grade.
- Use of AI or word mixing software to create text or disguise plagiarized work is considered a breach of academic integrity in this course.
- Do not recycle papers that have been previously submitted elsewhere. This is self-plagiarism and is considered a violation of academic integrity.
- Violation of the academic integrity policy may lead to sanctions depending on its severity, such as a "0" score on the assignment or a final grade of F.
- Late works after the due date will be accepted only by prior arrangement.
- Once the assignments are graded, revise and resubmit will never be allowed under any circumstances.
- Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- No "extra credit" beyond what is indicated on the syllabus will be assigned under any circumstances.
- A final grade of "Incomplete" will only be given in this course under extraordinary circumstances and is solely at the discretion of the instructor.
- Students who miss a class for legitimate reasons will be provided with an alternative assignment to compensate for the missed in-class activities. The instructor may request documentation, as outlined in the following list:
 - Medical reasons
 - Family emergencies (situations involving serious illness, death, or emergencies within your family)
 - Religious observances
 - Civic obligations (e.g., Jury duty, military service)
 - UGA-sponsored activities (e.g., field trips, conferences)

Evaluation

Grading Scheme

A	100 – 93 (points)	C	76.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 87	D	69.99 – 60
B	86.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 77		

20%	Weekly quiz
20%	Newspaper article critique
10%	Student debate
20%	Classroom activities
30%	Research note



Weekly quiz (20%)

Every week after class, students will solve multi-choice questions related to the lecture and reading materials on eLC. Each question will be worth 0.5% of the grade, with a set of five questions assigned to each weekly quiz. There will be 10 weekly quizzes throughout the semester. Students will be allowed to drop two quizzes and earn up to 20% of the grade.

Newspaper article critique (20%)

Throughout the semester, students will critique 2 newspaper articles related to a topic in police administration. Each critique will contribute to 10% of the grade. Grading rubrics and specific instructions for the critiques will be available on eLC.

Student debate (10%)

At the end of the first and second half of this course, there will be a student debate. Each student will participate as a panelist in one debate (affirmative or negative), and as a jury in the other. The instructor will play the chairperson. The specific debate rules will be posted on eLC.

- Debate topic #1: Should police agencies prioritize employee accountability over employee autonomy and discretion?
- Debate topic #2: Should police agencies prioritize voices and satisfaction of their own officers over voices and satisfaction of the public?

Classroom activities (20%)

Classes will involve student activities such as student-led discussions, application cards, exit tickets, etc. Participation in activities in each class will be worth 1.5% of the grade. Students will be able to earn up to 20% of the grade from activity participation. Absence will result in missed opportunities to participate and earn credits.

Research note (30%)

In lieu of final exam, students will write a research note that will contribute to 30% of the overall grade. The note will address the following points:

- Formulate a research question related to police administration that starts with 'how' or 'why' (below are some examples, but feel free to extend beyond this list):
 - Why do some officers use excessive force?
 - Why do police agencies struggle to recruit new talents?
 - How do body-worn cameras affect police-civilian interactions?
 - How does officer burnout and stress affect the quality of policing?
 - Why does police agencies have aggressive and masculine culture?
 - Why do minorities have low trust in the police?
 - How do different styles of leadership affect officers' morale and satisfaction?
 - How does police militarization affect police culture?
- Provide an overview and background of the question.
- Address the question by drawing on what you learned from this course. Feel free to branch out to external sources that are relevant to your question.
- Make sure to present justifications for your analysis based on data, academic sources, real cases, anecdotal stories, and/or logical reasoning.
- Discuss broader implications of your analysis.
- Research notes must span at least 5 double-spaced pages (12 font), excluding title page and references.



Class Schedule

We will meet according to the schedule below (**Blue dates: Zoom class** | **Red dates: no class**).

Week	Topics	Required Readings Prior to Class (<u>read in order</u>)	Assignments
1 (Jan 9, 11)	Syllabus and course overview Foundations of policing in a democratic republic		
2 (Jan 16, 18)	Foundations of policing in a democratic republic (continued)	Hobbes (1651), Chapter 13 McCartney et al. (2015)	Weekly quiz
3 (Jan 23, 25)	Policing, between business and politics	Wilson (1887) p.209-211 Wilson and Kelling (1982)	Weekly quiz
4 (Jan 30, Feb 1)	Police accountability and autonomy/discretion	Peterson and Hartz (1998) p. 196-197 Lipsky (1980) part 1 Whitaker (1979)	Weekly quiz
5 (Feb 6, 8)	Online class on Feb 6th, 8th Bureaucracy and rule in policing	Principles of Management Chapter 7.3 Terpstra and Kort (2017)	Weekly quiz
6 (Feb 13, 15)	Instructor research travel		Newspaper article critique
7 (Feb 20, 22)	Goal and strategies of police agencies	Wilson (1989) p. 219 – 222 Chun and Rainey (2005) p.1-4	Weekly quiz
8 (Feb 27, 29)	CompStat and police performance measurement	NYPD compstat Bjørnholt and Larsen (2014)	Weekly quiz
9 (Mar 5, 7)	Spring break		
10 (Mar 12, 14)	- Student debate #1 on 29th - Instructor research travel on 14th		
11 (Mar 19, 21)	Police legitimacy and procedural justice	Tyler (2004)	Weekly quiz
12 (Mar 26, 28)	Police human resource management	The justice corner IACP (2023)	Weekly quiz
13 (April 2, 4)	- Online class on April 2nd Diversity and merit in hiring - Instructor research travel on 4th	Foley et al. (2021)	Weekly quiz
14 (April 9, 11)	Police culture	Woody (2005) Ray (2020)	Weekly quiz
15 (April 16, 18)	Special topics: Big data, AI, and surveillance in policing	Bachner (2013) Foucault (1995) p.195-228	Newspaper article critique
16 (April 23, 25)	- Student debate #2 on 23rd - Final prep day on 25th		Final research note



Special Needs and Academic Honesty

Students with special needs that require accommodation should notify the Office for Disability Services and me as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Use of AI or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course. Suspected unauthorized assistance, or other violations of UGA’s “A Culture of Honesty,” will be reported to the Office of Academic Honesty. The link to more detailed information about academic honesty can be found at:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

Preferred Names/Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Supports and Accommodations

Disability Resource Center

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify the instructor of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements.



Religious Accommodations

UGA's religious accommodations policy, found at <https://eoo.uga.edu/definitions/religiousaccommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, students can be allowed to make up work because of a religious observance provided that you notify the instructor. Please look over the course schedule and contact the instructor by the end of the second week of class if there are any classes you will miss due to a religious observance.

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Mental Health and Wellness Resources

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA Mobile App.